

2014-2016 Technology Lending Program Grant

Schedule #1—General Information

Part 2: Certification and Incorporation

Page 1 of 34

Schedule #1—General Information (cont.)

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Overview of Lending Program Malone ISD (MISD) is applying a Technology Lending Program grant to fully engage students in meaningful learning through modern digital tools and resources. This grant was developed to benefit students in grades 2-8 at Malone School. The goal of the project is not to be a **one-size-fits-all** project but instead, a student-driven project that will support **personalized learning** 24 hours a day, 7 days a week through a lending project. The lending project will include a robust technology infrastructure at school, online digital resources, and Internet access at home. This project is also aligned with the educational goal of Malone ISD *to help every child succeed*. Helping every child is what this project will do. An overwhelming majority of the students are economically disadvantaged, at-risk and highly-mobile. Many students do not have access to computers or the Internet at home. There are no other educational facilities, public library, community facility or youth clubs to serve as a safety-net for students in need of supplemental educational services. All school and community events take place at Malone School. The school is the heart of this small community.

Lending Project Budget The Technology Team (Team) developed a comprehensive budget in the amount of \$79,635. iPads will be purchased for the 2nd–8th grade lending program. In addition to purchasing iPads, MISD will purchase carrying cases and a charging cart to charge iPads when not in use. So students can have Internet access for on-demand, anytime, anywhere extended learning while at home, the district will purchase wireless routers and an AT&T data plan. The budget will also include insurance for the iPads in the event they are damaged, lost or stolen. These budget items are needed to provide personalized learning. The students will use iPads along with digital instructional materials that are aligned with TEKS and STAAR, and Internet on a daily basis for: 1) differentiated instruction for the diverse learners, as some students need academic acceleration or remediation on a daily basis; 2) project-based learning; 3) building technology literacy and 4) and developing a solid foundation in the core curriculum areas of math, science, reading, and ELA in order to reach challenging academic standards.

Malone ISD Demographics MISD is a small, rural district located in Hill County and operates with limited financial resources, and serves PreK- 8th grade students who have significant barriers and gaps to overcome. MISD serves approximately 102 students enrolled in grade PreK-8 at Malone School, which is **Title 1 School-Wide**. **An overwhelming 89% of the students are identified as Economically Disadvantaged, 63% are At-Risk, 18% are highly-mobile as documented by the 2011-12 TEA AEIS Report. Academically, the students are low-performers on state assessments as only 63% of the 4th grade student passed the 2011 Math TAKS test; 64% of 5th graders passed the Math TAKS tests and only 61% of the students met 2011 Standard, All Tests.** As a result the campus' low academic performance, the campus/district is consistently rated **Academic Acceptable** according to the Texas Education Agency Accountability Rating System. Though the students and teachers have many barriers and gaps to overcome, MISD is committed to helping each child succeed.

Needs Assessment Process Planning for the project involved a comprehensive needs assessment process led by the Technology Team. They reviewed K-8 student data, the district and campus technology infrastructure, and professional development data. They used the data to pinpoint strengths and weakness, identify specific needs as well as prioritize campuses, subject areas and grade levels as well as develop the project goals, activities and budget.

Lending Project Management Plan This technology lending project has a well thought-out and carefully-crafted management plan. The Superintendent, who also serves as the Campus Principal, will have final oversight and decision-making over the program. She will meet with the technology director and business manager on a regular basis to ensure the project is being implemented on-time and within budget. As the Project Director, the Superintendent will conduct classroom observations and review lesson plans to ensure teachers are integrating the iPads, online curriculum and resources, and the Internet into the instructional process. The Technology Director will purchase iPads, the data plan, and insurance. He will organize the 2nd–8th Grade "iPad Roll Out." He will ensure all digital instructional materials are accessible at school and through the loaned iPads. He will ensure the iPads are interoperable with other technology components in the classroom and throughout the school campus, and will ensure students have Internet access while at home. He will manage the local WiFi network, be responsible for maintaining and accounting for all equipment, and provide the teachers and students with ongoing technical and pedagogical support. The Business Manager will be responsible for the financial management of the grant. She will maintain all financial records according to local and

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

TEA guidelines. The Technology Team (district and campus administrators, teachers, parents, community members) will conduct an in-depth project evaluation.

Evaluation The Technology Team will collect qualitative and quantitative data to determine the extent to which the activities of the project are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the lending project is having on the program participants. Based upon the data, they will make recommendations to the MISD lending project.

Statutory Requirements Throughout the application Malone addresses the 2 statutory requirements.

Requirement 1: how applicant will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Specifically, MISD will use grant funds to purchase iPads to expand the small-scale technology lending program that is in place. The iPads will be checked-out daily for home use to access the Internet and electronic instructional materials so students can engage in personalized learning as well as project-based and enrichment learning.

Requirement 2: Use of Instructional Materials Allotment (IMA) and other funding sources to ensure students have dedicated access to a technology device. Specifically, Malone used Title 1 funds to purchase 20 tablets for the K-8 students to share. Malone will use the 2014-16 TLP grant to purchase 65 iPads to go along with the existing 20 tables to ensure the 2nd—8th graders have dedicated access to a technology device. Malone uses IMA funds to purchase digital electronic instructional materials. Other funding sources for technology include REAP funds, E-Rate, local tax revenues, Texas Technology Allotment, Title I, Part A; Title II, Part A; and Title II, Part D funds, compensatory funds and state grant funds.

TEA Requirements Malone will adhere to the 11 TEA requirements (further noted in **bold**) specifically, the **goal** of the project is not to be a **one-size-fits-all** project but instead, a student-driven project that will support **personalized learning** 24 hours a day, 7 days a week through a lending project. The use of the iPads and lending program will **align** with the online curriculum, the technology-driven instruction, and a 21st century classroom management. The students will use the iPads to access core and supplemental curriculum **electronic instructional materials**. The teachers have participated in technology-based **professional development** through Region 12 ESC related to the use of Internet and electronic instructional materials. Though the professional development has occurred, teachers continue to participate in research-based professional development programs like Project Share using non-grant funds. The campus has a robust **technology infrastructure** including a local area network with Cat 5 wiring, hubs, switches and routers and direct connection to Internet. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). The iPads will come equipped with WiFi and 3G/4G **Internet Access** so students can have on-demand access while at home. The Technology Director will provide ongoing **tech support** to both the teachers and students. He will teach them how to use the device, will troubleshoot, and keep the iPads in proper working condition with up-to-date operating software and to ensure students do not visit inappropriate websites. The 2nd – 8th grade teachers will be responsible for **checking-out and checking-in the iPads**. The Technology Director will adhere to district policies to **account for the technology**. Finally, students and their parents/guardian must sign a Technology Lending Agreement, which also must verify that students receiving Internet Access at home have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS. It's important to note that Malone is **committed** to a technology lending program now and in the future. Through federal, state and local funding, Malone ISD will continue to expand the technology lending program into other grades.

Grant-Specific Criteria This project meets the following grant-specific criteria: One or more campuses (Malone School) has an established technology lending program (4 pts) and One or more campuses (Malone School) is using electronic instructional materials in more than one foundation curriculum subject area (math, science, reading, ELA) (2 pts).

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 109-908			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$28,800	\$0	\$28,800
Schedule #9	Supplies and Materials (6300)	6300	\$7,350	\$0	\$7,350
Schedule #10	Other Operating Costs (6400)	6400	\$6,500	\$0	\$6,500
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$36,985	\$0	\$36,985
Total direct costs:			\$79,635	\$0	\$79,635
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$79,635	\$0	\$79,635
Administrative Cost Calculation					
Enter the total grant amount requested:					\$79,635
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$11,945
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: internet Access		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: Internet in the home for those students in need		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$28,800
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$28,800

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 109-908

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 109-908		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$28,800	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$28,800	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	
(Sum of lines a, b, c, and d) Grand total		\$28,800	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)						
County-District Number or Vendor ID: 109-908				Amendment number (for amendments only):		
Expense Item Description						
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies		\$
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:		
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:		
6399	Technology Hardware—Not Capitalized					
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
	1	iPad Carts	Charging carts to charge iPads when not in use	3	\$2,250	\$6,750 \$600
	2	Wireless Routers/Access Points	Home Use for students to access the Internet	30	\$20	
	3				\$	
	4				\$	
	5				\$	
6399	Technology software—Not capitalized					\$
6399	Supplies and materials associated with advisory council or committee					\$
Subtotal supplies and materials requiring specific approval:						\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$
Grand total:						\$7,350

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 109-908		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$6,500
Grand total:			\$6,500

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600/15XX)				
County-District Number or Vendor ID: 109-908			Amendment number (for amendments only):	
15XX is only for use by charter schools sponsored by a nonprofit organization.				
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX/15XX—Technology hardware, capitalized				
2	iPad Air with carrying case	65	\$569	\$36,985
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$
Grand total:				\$36,985

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds															
County-district number or vendor ID: 109-908										Amendment # (for amendments only):					
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.															
Total enrollment:										65 students in grades 2nd—8th grade					
Category	Number	Percentage	Category										Percentage		
African American	7	11.8%	Attendance rate										97.3%		
Hispanic	18	27.5%	Annual dropout rate (Gr 9-12)										NA		
White	40	59.8%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)										61%		
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)										8%		
Economically disadvantaged	58	89.2%	Students taking the ACT and/or SAT										NA		
Limited English proficient (LEP)	7	10.8%	Average SAT score (number value, not a percentage)										NA		
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)										NA		
Comments															
Malone School is identified as Title 1 Schoolwide & rated Academically Acceptable Campus in 2011 based upon the TEA Academic Excellence Indicator System (AEIS) Report Of the 2 nd – 8 th graders enrolled at Malone: <ul style="list-style-type: none"> 63.7% of students are identified as at-risk 18.5% of students are highly-mobile Economically disadvantaged and at-risk students are low performers on state assessment tests when you compare their scores to the general population Campus does not have the appropriate numbers of handheld devices in place to lend to all students for home use 30% of students do not have a computer or handheld device at home 45% of students do not have Internet Access at home Not all students meet the technology proficiencies as measured by the Technology TEKS Malone School has not met the Target Tech Level as documented by the STaR chart Malone School is Developing in the areas of Teaching and Learning and in Educator Preparation according to the (STaR Chart) report for the 2012-2013 school year. 															
Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public				11	10	6	14	10	7	7					65
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:				11	10	6	14	10	7	7					65

For TEA Use Only

Changes on this page have been confirmed with: Via telephone/fax/email (circle as appropriate)	On this date: _____ By TEA staff person: _____
---	---

Schedule #13—Needs Assessment

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Team led the needs assessment as part of planning for the Malone lending project. They reviewed K-8 student data, the district and campus technology infrastructure, and professional development data. They used the data to pinpoint strengths and weakness, identify specific needs as well as prioritize campuses, subject areas and grade levels. The needs assessment process was also used to develop the project goals, activities and budget.

In evaluating K-8 student demographics and student academic performance using the 2011-12 Academic Excellence Indicator System (AEIS) Report from the TEA website, along with Technology Skills data and home Internet Access data, the Team identified glaring discrepancies that exist, such as:

- 2nd –8th graders have a large percentage of economically disadvantaged students, at-risk students, highly-mobile students, and students with learning disabilities
- Academically, the students are low-performers on state assessments as only 63% of the 4th grade student passed the 2011 Math TAKS test; 64% of 5th graders passed the Math TAKS tests and only 61% of the students met 2011 Standard, All Tests
- Not all of the 2nd -8th graders are proficient in the Technology Applications TEKS
- The largest concentration of students without home Internet is students in grades 2-8 as 45% do not have Internet at home

In evaluating the professional development, the Team noted that all K-8 teachers have participated in professional development activities through Region 12 ESC that support teachers' knowledge, skills and capacity to fully integrate advanced technologies into curricula and instruction and use those technologies on a daily basis to 1) create new learning environments, 2) access and retrieve Internet-based learning resources to develop curricula and instructional materials; 3) teach effectively in the online environment; and 4) lead to improvements in the classroom instruction in the core academic subjects that effectively prepare students to meet challenging State academic content standards including increasing student technology literacy and student academic standards.

Though technology is limited in 2nd --8th grade, the Team determined that technology in place within the campus and a current lending program exists. The first-ever lending program was established in when the district used federal Title 1 funds to purchase 20 tablets for K-8 students to use at school and at home through the lending program. The campus has a robust technology infrastructure including a local area network with Cat 5 wiring, hubs, switches and routers and a direct connection to the Internet. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). Digital instructional materials have been adopted by the Malone ISD Board of Trustees for all of the core courses. Because only 20 tablets are available for 2nd –8th grade lending program there is a need to purchase additional handheld so students can take home a iPad. This is important, especially when you compare Malone's student data to the State data and find that of the 106 students enrolled, the percentage of economically disadvantaged and at-risk students enrolled at Malone well-exceed the percentages of students from across the State of Texas who are in the same subgroups.

	Economically Disadvantaged	At-Risk	Highly-Mobile
Malone ISD	89.2%	63.7%	18.5%
State of Texas Average	60.4%	45.4%	17.8%

Source: 2011-12 Academic Excellence Indicator System (AEIS) Report from the TEA Website.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Need to expand the small-scale lending program in 2 nd –8 th grade to ensure equitable access to technology at home among the 89% economically disadvantaged students; 63% at-risk; and 18% highly mobile students.	Technology Lending Program (TLP) grant will provide Malone with the financial resources to purchase iPads as part of a home-lending program for 2 nd – 8th grade students to provide students with personalized learning.
2.	Need for iPads, as part of the lending program, to access to the Internet while at students' home	TLP funds will purchase iPads with access to the Internet so 2 nd – 8th grade students can check-out an iPad for on-demand access to the Internet while at home.
3.	Need for curriculum and instruction to be redesigned to incorporate online instructional materials	The iPads will access recently adopted math, science, reading, and ELA online instructional materials so <ol style="list-style-type: none"> 1) students can reinforce the skills they learned during the school day; 2) students can engage in project based and enrichment learning activities
4.	Need to expand the small-scale lending program in 2 nd –8 th grade to implement project-based and enrichment learning activities in math, reading, science and ELA in an effort to improve academic achievement as measured by TPRI, STAAR, and DIBELS	Using TEKS aligned online core and supplemental instructional materials in the areas of math, reading, ELA science along with iPads will improve student achievement among all students including those in subgroups (economically disadvantaged, at-risk, with learning disabilities, and highly mobile) in the core content areas as measured by benchmark and state assessments.
5.	Need to expand the small-scale lending program in 2 nd – 8 th grade in an effort to improve proficiency on the Technology TEKS.	iPads combined with TEKS aligned technology-based curriculum will allow for: <ol style="list-style-type: none"> 1) greater levels of student interest, inquiry, analysis, collaboration, creativity, and content production; and 2) Students demonstrating proficiency on the Technology Applications TEKS.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Superintendent, Linda Buffe, is a highly-educated and well-qualified leader who brings 33 years of educational experience to the project. She has 13 years' experience as a Superintendent, 6 years as a Principal, 3 years as a Special Education Director, and 11 years as a classroom teacher. Mrs. Buffe's credentials include a Bachelor's Degree and Masters of Education in Administration. She possesses certifications in ESL, Mid-Management, and Superintendency.
2.	Technology Director	Technology Director, Michael Johnson, has served as the Technology Director at Malone ISD for the past. He successfully manages all aspects of the network and supports the teachers and students' use of technology.
3.	Business Manager	Business Manager, Karen Willenborg, has successfully managed numerous Federal and State grants with fidelity. This project will be no different.
4.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Project Management	1. Spend 50% of grant funds	10/01/2014	02/01/2015
		2. Spend 100% of grant funds	10/01/2014	08/31/2015
		3. Provide MISD School Board with grant related reports	10/01/2014	08/31/2016
		4. File budget amendments and reports with TEA	10/01/2014	08/31/2016
2.	iPad Implementation	1. Order 65 student iPads with WiFi capabilities, 3G/4G data plan and wireless routers	10/01/2014	10/31/2014
		2. iPad Rollout meeting with parents	11/01/2014	11/15/2014
		3. Student use iPads to access core and supplemental digital instructional materials and the Internet	11/16/2014	08/31/2016
3.	Extended Learning Opportunities	1. Students checkout iPads for on-demand home use to access core and supplemental digital instructional materials and the Internet	11/16/2014	08/31/2016
4.	Evaluation	1. Number and % of students who checked out iPads	10/01/2014	08/31/2016
		2. Number and % of economically disadvantaged students and students with learning disabilities participating in the lending program	10/01/2014	08/31/2016
		3. Number and % of economically disadvantaged students who had access to the Internet at home	10/01/2014	08/31/2016
		4. 1:1 ratio of iPads to students	10/01/2014	08/31/2016
		5. Number and names of courses using digital content		
		6. Titles of digital materials used within courses as part of the technology lending program.	10/01/2014	08/31/2016
		7. Number and % of teachers who leveraged electronic instructional materials	10/01/2014	08/31/2016
		8. Number and % of participating students who are proficient on the Technology Applications (TEKS) for their grade level	10/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Team will meet monthly to determine the extent to which the lending program activities are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the project is having on the program participants. As part of the evaluation process, the Team will continuously:

- 1) Solicit feedback.
- 2) Monitor the extent to which activities of the project were implemented as planned.
- 3) Assess the effectiveness of the activities in achieving the goals and objectives of the project and in meeting performance measurements.
- 4) Monitor and assess the impact of the project activities on all participants.
- 5) Extent to which the performance targets were met.
- 6) Provide ongoing monitoring which leads to reflective thinking, program change and continuous improvement.

No policy or procedure is sacred at Malone ISD. All policies and procedures have been initially reviewed and will continue to be reviewed to ensure successful implementation of the 2nd–8th grade lending project. All can and will be changed based upon the findings of student data. The Team will make adjustments to the program activities, curriculum, instruction, assessments, facilities, technology, professional development, budgeting and parent involvement as needed based on student data. All changes made at Team meetings will be communicated to the teachers at monthly campus meetings. At these campus meetings, the administrators will articulate clear expectations, roles and responsibilities and keep all teachers informed of all grant timelines and activities and will solicit comments, suggestions and feedback from the teachers to ensure continuous improvement in the operation of the project. In addition to face-to-face meetings, administrators will also communicate with teachers online through emails and the MISD website. Students and their parents will also have an opportunity to provide comments, suggestions and feedback regarding the project activities at school-sponsored meetings or through email correspondence with administrators. *It is the ongoing support of the teachers, students and parents that will ensure the technology lending program initiative at Malone School is a success and can be replicated among other small, rural districts serving large percentages of economically disadvantaged students, at-risk, highly-mobile students and students with learning disabilities.*

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD has successfully coordinated local, state, and federal funds to establish a technology lending program that continues to exist today. Using federal and local funds, a robust technology infrastructure was put in place. Following that, the first-ever lending program was established using Title 1 funds in which 20 tablets were purchased for the 2nd–8th graders to share at school and at home. Malone has also successfully coordinated and maximized funds and this project will be no different. For this project, the district uses Instructional Materials Allotment funds to put in place online digital materials and is proposing to use the 2014-16 Technology Lending Program grant to expand the lending program for 2nd–8th grade. MISD takes great pride in coordinating state and federally funded programs to maximize funds and provide as many successful programs and services as possible. Furthermore, the coordination of these funds will enable MISD to implement the lending grant activities in a timely manner, and in a process that will be most beneficial to the students. Malone ISD has other resources such as technology, district website, computer labs, video conference capabilities, and the campus meets all the accessibility requirements for children and families with special needs. The Superintendent and Board of Trustees are committed to this project now and in the future and will allocate funding and resources to upgrade technology, educational tools, and materials to keep pace with the educational changes, technological changes, as well as parent and community expectations. They will also allocate funding for curriculum, instruction, technology, professional development special programs, student support programs, and supplemental educational programs. They can do this because they have a history of successfully implementing a variety of programs and services.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Document implementation timelines -- Technology Director's Report	1.	iPads ordered and available for check-out
		2.	Home Internet access available on all iPads
		3.	Online digital core curriculum accessible through iPads
2.	Document budget expenditures -- Financial reports	1.	Spend 50% of grant funds by 02/01/2015
		2.	Spend 100% of grant funds by 08/31/2015
3.	Evaluate student academic data	1.	Improve performance on TPRI for 2 nd graders by 10%
		2.	Improve performance on DIBELS for 2 nd –4th graders by 10%
		3.	Improve performance on STAAR for 3 rd –8 th graders by 10%
		4.	Increase the number of students who are proficient on the Technology Applications TEKS by 10%
4.	Evaluate student use of iPads -- Classroom observations; -- iPad checkout logs;	1.	100% of iPads used daily at school by 2 nd –8th graders
		2.	100% of 2 nd –8th grade students checkout a iPads for home use
		3.	Meet 1:1 student/iPad ratio in 2 nd –8th grade
		4.	Move from Developing Tech to Advanced Tech on the Campus STaR chart

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Team will develop a qualitative and quantitative data-gathering process for precise measurement. Data will be collected throughout the project period and will include:

- 1) Number and percent of students (by grade level) who checked out the iPads
- 2) Number and percent of economically disadvantaged students and students with learning disabilities participating in the technology lending program
- 3) Number and percent of economically disadvantaged students who had access to the Internet while at home
- 4) 1:1 ratio of technology devices to students
- 5) Number and names of courses using digital content
- 6) Titles of digital materials used within courses as part of the technology lending program grant
- 7) Number and percent of teachers who leveraged electronic instructional materials to students as a result of the technology lending program
- 8) Number and percent of participating students who demonstrate proficiency on the Technology Applications Texas Essential Knowledge and Skills (TEKS) for their grade level at the beginning and end of each year of the grant period.

Malone agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. Malone will develop appropriate systems and processes to collect and report the required data.

Implementing a technology lending program means that from time-to-time, policy issues may arise that needs to be addressed. Possible issues will include but will not be limited to such items as transfer of students between districts, class sizes, meeting the needs of students, administering assessments, grading policies, qualification of teachers, continued staff development of teachers and administrators, and copyright laws. Issues will be identified at Technology Leadership Team meetings. The issues will then be discussed with appropriate solutions identified in a timely manner. Some changes that are made will be communicated through letters home, meetings, emails, or the district website. Other changes to policies may need to be adopted by the Board of Trustees. Program deficiencies identified by the Technology Leadership Team will be used to make modifications as necessary in the interest of successfully achieving project goals and satisfaction of all stakeholders. The project director will generate a final evaluation report of the successful implementation of the goals, objectives, and activities of the project.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Using Technology Lending Program (TLP) grant funds in the amount of \$79,635, Malone ISD will enhance the existing technology lending program that is in place by expanding the lending program into the 2nd—8th grade. TLP grant funds will purchase iPads, carts, home Internet access, and insurance for the iPads. Specifically:

- \$36,985 – 65 iPad Airs and carrying cases will be purchased for 2nd–8th grade students to use the iPads at school and at home to access digital electronic materials for project-based learning.
- \$6,750 – 3 iPad charging carts to charge iPads when not in use.
- \$28,800 will pay for monthly 3G/4G data plans for those 45% students who don't have home Internet so they can access the Internet while at home.
- \$600 – Wireless access points will be purchased for students who do not have Internet access at home
- \$6,500 will be used to purchase insurance for the iPad. The insurance coverage may include accidental damage, liquid damage, theft, fire, vandalism, and natural disasters.

All equipment purchased through the Technology Lending Program grant funds will be the property of Malone ISD

Malone's use of Technology Lending Program funds will be to supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. In addition, no state or local funds may will be decreased or diverted for other purposes merely because of the availability of the Technology Lending Program funds. ALL program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

Malone has developed a timeline in which to purchase these items on-time and within budget.

- iPads will be ordered in October 2014 and be in the hands of the students for checkout in November 2014.
- By January 2014, productivity, communication, and presentation software including word processing, spreadsheet, presentation, Internet browsing and e-mail software will allow students to use technology as a tool for personalized learning.
- Spend 50% of the grant funds by February 1, 2015.
- Spend 100% of the grant funds by August 31, 2015

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Malone ISD is not using funding through the Instructional Materials Allotment (IMA) to purchase lending equipment. *Funds provided under the IMA are insufficient for Malone to purchase enough lending technology for every student who needs dedicated access to a device.* Instead Malone ISD is using the Technology Lending Program to purchase lending equipment. In the past Malone ISD has used Title 1 funds to purchase 20 tablets to establish a small-scale lending project for K-8 students.

Though Malone is only using Technology Lending Program funds to purchase the 2nd-8th grade lending equipment, it is important to note that Malone has a successful history of coordinating and maximizing their technology dollars from a variety of funding sources to better serve the needs of their teachers and students. The district will leverage funds from the Technology Lending Program grant, E-Rate, local tax revenues, Texas Technology Allotment, the Instructional Materials Allotment (IMA), Title I, Part A; Title II, Part A; and compensatory funds. It is these funds that are used to purchase technology infrastructure, technology components for classrooms, online curriculum, and diagnostic assessments. By leveraging these funds with the Technology Lending Program funds, Malone can put technology and digital content into the hands of students 24/7 for on-demand access to information to ensure that every child succeeds.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal of this project is not to be a **one-size-fits-all** project but instead, a student-driven project that will support **personalized learning** 24 hours a day, 7 days a week through a lending project. The lending project will include a robust technology infrastructure at school, online digital resources, and Internet access at home. This project is also aligned with the educational goal of Malone ISD *to help every child succeed*. Helping every child is what this project will do. This lending project will:

- *Create a 21st Century Learning Environment* using iPads, online digital instructional materials, electronic whiteboards and access to distance learning opportunities are available on a daily basis within the classrooms
- *Target High-Need Students* such as economically disadvantaged, at-risk, highly mobile students and students with learning disabilities
- *Extend Classroom Learning Into the Home* for learning opportunities 24 hours a day, 7 days a week; to increase student interest, inquiry, analysis, collaboration, creativity, and content production; to reinforce math, science, reading, and ELA skills taught during the school day; to provide differentiated instruction as some students will need academic acceleration while other students will need remediation; and to build technology literacy as part of meeting grade-level Technology TEKS
- *Integrate Innovative Project-Based Learning* using text, graphics, images, sound and video as part of enrichment activities for personalized learning, especially for those students with learning disabilities
- *Improve Academic Performance* using online digital curriculum aligned with State challenging standards as measured by benchmark assessments including the Technology Application TEKS and STAAR assessments.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Malone ISD consists of one school, Malone School, which serves 102 students grades PreK-8. Because Malone ISD is a single-campus district there is only one campus eligible to participate.

Based upon large percentages of economically disadvantaged, at-risk, highly-mobile students and students with learning disabilities, the district is well aware that many students have limited opportunities to access technology once they are away from the school. Many students do not have access to computers or the Internet at home. There are no other educational facilities, public library, community facility or youth clubs to serve as a safety-net for students in need of supplemental educational services. All school and community events take place at Malone School. The school is the heart of this small community. Malone ISD will purchase 65 iPads for use in the classroom and available for check-out for home use.

As for residential access, Malone will purchase iPads equipped with WiFi, along with wireless routers, and a 3G/4G data plan so the students can use the iPads at home for anytime, anywhere extended learning. While at home students can drill, practice and reinforce the skills taught during the school day. They can also work on class assignments and project-based learning enrichment activities. If a student lives in a rural and remote area where AT&T's 3G/4G service is not accessible then the district will work directly with the students' and their parents on a case-by-case basis to determine the best way to provide the student with home access.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This lending project was developed to align iPads with the existing technology-based instruction and online math reading, ELA and science digital curriculum that is in place. The Malone Board of Trustees have adopted Istation, Renaissance Learning, Accelerated Reading, Study Island, and SRA Technology and Texas Connect Technology as the online digital curriculum as tools to help students improve academic performance in math, science, reading and ELA. Students will also use Apple Educational Apps and iTunes U for supplemental online materials. Through the lending program, the 2nd—8th grade students will have access to this same curriculum that is used during the school day. Specifically, the lending program will extend classroom learning to the home to:

- Create a 21st century learning environment at home with iPads, access to the Internet and online digital instructional materials.
- Offering new and extended-learning opportunities 24 hours a day, 7 days a week.

The lending program will also extend classroom instruction to the home where students:

- Can access innovative text, graphics, images, sound and video into the project-based enrichment lessons to provide personalized instruction, especially for those students with learning disabilities.
- Have access to innovative teaching methods that will allow for great levels of student interest, inquiry, analysis, collaboration, creativity, and content production.
- Can use innovative technology-based teaching strategies to build technology literacy, and build background knowledge in the core curriculum areas of math, reading, ELA and science.
- Use innovative technology-based teaching and learning strategies will provide differentiated instruction for diverse learners, some of who will need academic acceleration or remediation on a daily basis
- Can access innovative technology-based teaching and learning strategies are aligned with State challenging standards including the core curriculum TEKS, Technology Application TEKS and STAAR assessments.

The lending project, including the use of electronic instructional materials, is also aligned with and incorporated into the District approved 2013-14 Technology Plan on file with TEA.

Having a lending programs means that the classroom management policies and procedures also extend to the home. Malone firmly believes that all students should be prepared to be good citizens in digital environments, just as they are expected to be good citizens in the physical world. Students will receive instruction on the safe and proper way to use technology and on digital citizenship topics including internet safety, privacy & security, relationships & communication, cyberbullying, digital footprint & reputation, self-image & identity, information literacy, and creative credit & copyright.

Malone ISD School Board has approved a number of policies and procedures that are in place as part of the campus technology lending program. An Internet Policy and Acceptable Use (AU) Policy outline acceptable use of the Internet and handheld devices along with consequences for violating the policies. These policies also address classroom management with regards to the use of handheld devices and the Internet in the classroom. If a student uses their mobile device for purposes other than educational, they will lose check-out privileges. Students and their parents will be required to have a printed copy of all lending programs forms and will be required to sign the forms and acknowledge they understand the rules, procedures, and consequences for not following policies and procedures. Students will be disciplined for inappropriate home-use just as they would be disciplined at school.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Malone ISD will use following digital content during the timeframe of this grant and beyond for the following grade levels and foundation subject areas:

Math	Science	Reading	ELA	Technology Skills
Istation	Istation	Istation	Istation	Istation
Study Island	Study Island	Study Island	Study Island	Study Island
Renaissance Learning		Renaissance Learning		Texas Connect Technology
		Accelerated Reading		SRA Technology

It's important to note the students will also use Apple Educational Apps and iTunes U as supplemental online content.

This online curriculum is accessible in the classrooms, throughout the campus, and at home using the new iPads. The online curriculum will be integrated into the curricula and instruction by the teachers to address differentiated instruction needs for the diverse learners, some of who will need academic remediation, acceleration, extended learning and enrichment on a daily basis to build background knowledge in math, science, reading and ELA to reach challenging academic standards. Other technology components such as whiteboards will also be integrated into the curricula and instruction for the teacher to use for individualized instruction, specifically, the above-mentioned electronic instructional materials will be:

- Infused into classroom and home lessons and aligned to TEKS curriculum standards
- Include student assessment strategies that leverage technology components
- Use for teaching and learning across the core curriculum
- Used to support problem based learning in the classroom and at home
- Used to support the development of higher order thinking skills, multiple intelligences, differentiated instruction, and brain-based learning

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD's professional development framework is designed around the premise that educators must develop new learning environments that utilize technology as a flexible tool where learning is collaborative, interactive and customized for the individual learner; and educators must fully integrate the appropriate technology throughout all curriculum and instruction. The MISD teachers continually participate in high-quality, research-based professional development activities that ensure the effective use of technology and digital content and full integration of technology and digital content across subject and grade levels and to further the implementation of the Technology Applications TEKS and the acquisition of SBEC Technology Application standards by all educators. All professional development activities are based on the dis-aggregation of data to determine the academic performance gaps of students.

The 2nd – 8th grade teachers participating in the lending project have already participated in training on the following digital core and supplemental curriculum: Istation, Renaissance Learning, Accelerated Reading, Study Island, and SRA Technology and Texas Connect Technology.

Using iPads and the core and supplemental online curriculum, the teachers will possess the knowledge, skills and capacity to fully integrate advanced technologies into curricula and instruction and use those technologies on a daily basis to 1) create new learning environments, 2) access and retrieve Internet-based learning resources to develop curricula and instructional materials; 3) teach effectively in the online environment; and 4) lead to improvements in the classroom instruction in the core academic subjects that effectively prepare students to meet challenging State academic content standards including increasing student technology literacy and student academic standards.

It is important to note that teachers will continue to receive ongoing pedagogical support, coaching, mentoring, through one-on-one support and small cadres of teachers. All training conducted will be paid for with non-grant funds.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Having a robust technology infrastructure for teacher and student use is very important to Malone ISD. The district has put in place a strong technology infrastructure throughout the single-campus that includes a local area network with Cat 5 wiring, hubs, switches and routers. The Internet Service is delivered by the Internet Provider, Edlink12, which is part of the Region 12 Education Service Center. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). This technology infrastructure gives the students the flexibility to use their iPads anywhere on campus to access the Internet and a wide-array of online information as well as the digital curriculum that has been adopted by MISD.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Team extensively investigated Internet access to students' homes by surveying parents and students as well as input from community and staff members. This initial assessment was conducted to determine how many students have Internet access at home. From the initial assessment the district determined that 45% of the students do not have Internet access including dial-up Internet access or DSL. However, a more thorough assessment will be conducted at the beginning of the 2013-14 school year.

MISD currently uses AT&T's 3G/4G plan as the Internet provider for those students who do not have Internet at home. Malone will continue to use AT&T for this project. If a student lives in a rural and remote area where AT&T's 3G/4G service is not accessible then the district will work directly with the students' and their parents on a case-by-case basis to determine the best way to provide the student with home access.

It's important to note that all iPads purchased for the lending program will be come equipped with the technology needed for on-demand access to the Internet through WiFi for access while at school and WiFi or 3G/4G service while at home.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not only is technology in place, but a strong technical support system is in place as well. The 2nd–8th grade students will receive infrastructure and technical support from the MISD Technology Director. He will be responsible for providing students with daily assistance on how to use, operate, and troubleshoot the iPad. He will ensure students are able to access online digital instructional materials and the Internet while at school and at home.

The technology director will also support the students' iPads with routine maintenance and software updates to ensure successful implementation of the lending program. In addition to supporting students' use of iPads, the technology director is also responsible for maintenance and support of the Internet and local area network, which includes wiring, switches, hubs and routers. This includes basic making software upgrades to the infrastructure, basic troubleshooting, replacing old and obsolete equipment, and planning for future upgrades and network expansion.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This technology lending project has a well thought-out and carefully-crafted management plan.

The Superintendent, who also serves as the Campus Principal, will have final oversight and decision-making over the program. She will meet with the technology director and business manager on a regular basis to ensure the project is being implemented on-time and within budget. As the Project Director, the Superintendent will conduct classroom observations and review lesson plans to ensure teachers are integrating the iPads, online curriculum and resources, and the Internet into the instructional process.

The Technology Director will purchase iPads, the data plan, and insurance. He will organize the 2nd—8th Grade "iPad Roll Out." He will ensure all digital instructional materials are accessible at school and through the loaned iPads. He will ensure the iPads are interoperable with other technology components in the classroom and throughout the school campus, and will ensure students have Internet access while at home. He will manage the local WiFi network, be responsible for maintaining and accounting for all equipment, and provide the teachers and students with ongoing technical and pedagogical support.

The Business Manager will be responsible for the financial management of the grant. She will maintain all financial records according to local and TEA guidelines.

The Technology Team (district and campus administrators, teachers, parents, community members) will conduct an in-depth project evaluation.

The check-out and check-in process will operate under the direction of the Technology Director. He will provide the 2nd – 8th grade teachers with the form to document the students' name, the date of the check-out, the serial number of the iPad, and will have a place for the student to sign the form. The teachers will be responsible for assigning a student an iPad using the iPad checkout form.

The procedures for maintenance of the technology lending equipment are outlined in the MISD Internet, Acceptable Use and Technology Lending Agreement policy. Students are responsible for the general care of the iPad they have been issued. The user policy provides students and parents with guidelines for taking care of the equipment which is listed as 1) Taking Care of Your iPad; 2) Carrying iPads; 3) Screen Care for Your iPad. iPads that are broken or fail to work properly must be taken to the library. Loaner iPads may be issued to students when they leave their iPad for repair. The Technology Director will collect student iPads at the end of the year for maintenance, cleaning, and software installation.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 109-908

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Malone ISD has policies and procedures in place to inventory and account for each piece of technology equipment purchased. According to Malone ISD Board Policy and the District conducts an annual physical inventory of all currently adopted instructional materials that have been requisitioned by and delivered to the District. The results of the inventory shall be recorded in the District's files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost.

The accounting of the technology lending equipment will be entered into Malone's centralized asset management that typically accounts for all equipment in the district. Once the equipment is ordered and received, the Technology Director will assign a tracking number to each piece of equipment through a barcode system. The asset management system keeps a record of all technology equipment. The system also holds details of service schedules, maintenance records, and other information needed on each piece of equipment. The district believes that this is an efficient and effective way to keep track of when equipment need to be replaced, fixed, or maintained. In addition, it can be extremely valuable in case of an emergency.

Using TLP funds, Malone will purchase insurance for all iPads. Malone understands that grant funds cannot be used to replace lost, stolen or damaged equipment.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Malone ISD School Board has approved a number of policies and procedures that are in place as part of the campus technology lending program. An Internet Policy and Acceptable Use (AU) Policy outline acceptable use of the Internet and handheld devices along with consequences for violating the policies. These policies also require teachers to provide students with classroom opportunities to master the Digital Citizenship strand for their respective grade level.

The MISD Technology Lending Agreement in place addresses Responsible use and care of equipment; Responsible use of the district's digital resources; and Responsible use of the equipment and Internet while not at school. The lending agreement requires signatures of parents/guardians of each participating students and by the student participating in the program. The Lending Agreement has an assurance that students receiving Internet access at home have demonstrated grade-level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS).

It is important to note the district considers home use of an iPad and Internet access to be a privilege. If the district determines a student is using his/her iPad and Internet for purposes other than educational or outlined in the Internet Policy, Acceptable Use Policy or Technology Lending Agreement, the district reserves the right to prohibit the student from checking-out iPads. Implementation of the Technology Lending Agreement will be seamless. 2nd–8th grade iPads will be purchased as soon as possible after the grant award and will be distributed to students during an "iPad Orientation." The Technology Director, will lead the mandatory "iPad Orientation" for parents and students. The AUP and the Technology Lending Agreement will be explained in detail to parents in both English and Spanish. Parents and students must sign the Acceptable Use Policy as well as the Technology Lending Agreement before a student can check-out an iPad for extended learning at home.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: